



Arizona
Adult
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System

National Reporting System: Title II Performance Reporting Tables General Information



Objectives

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To provide basic information about the reporting requirements for Adult Education, WIOA Title II. The information provided in this document does not represent final guidance, and is subject to change.



WIOA's Vision

WIOA aims to increase access to and opportunities for employment, education, training, and support services. The act explicitly recognizes the need to coordinate services in order to create a full system of education and training for adults with barriers to employment.

<http://sites.ed.gove/octae/2015/05/20/WIOA-a-vision-to-revitalize-theworkforce-system/>



Participants with Barriers to Employment Under WIOA

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New Data Elements: Barriers to Employment
Displaced homemakers
English language learners, low literacy levels, cultural barriers
Exhausting TANF within two years
Ex-Offenders
Homeless/runaway youth
Long-term unemployed
Low income
Migrants and seasonal farmworkers
Individuals with disabilities
Single parents
Youth in foster care/aged out of system

Six Key Issues

- **Participants and reportable individuals**
- Program entry and exit, and periods of participation
- Employment performance indicators
- Measurable Skills Gains (MGS)
- Credential attainment indicator
- Participant exclusions from indicators



Participants and Reportable Individuals

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- **Participant**
 - Only upon achieving 12 contact hours after program entry
 - Reported on NRS and Statewide Performance Report tables
 - Count toward performance measures
- **Reportable Individual**
 - Taken action that demonstrates an *intent* to use program services
 - Has less than 12 contact hours
 - Provides identifying information
 - Reportable Individuals will be included on a new NRS table which is currently up for public comment

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Program Entry

- Program Entry- The date on which a reportable individual enrolls in an adult education program

Program Exit

- **Program exit** occurs when the participant has not received services for the past 90 days and has *no additional services scheduled*. The date of exit is the last date on which the participant receives services.
 - **However**, the exit date cannot be determined until at least 90 days have elapsed since the participant last received services.



Period of Participation (PoP)

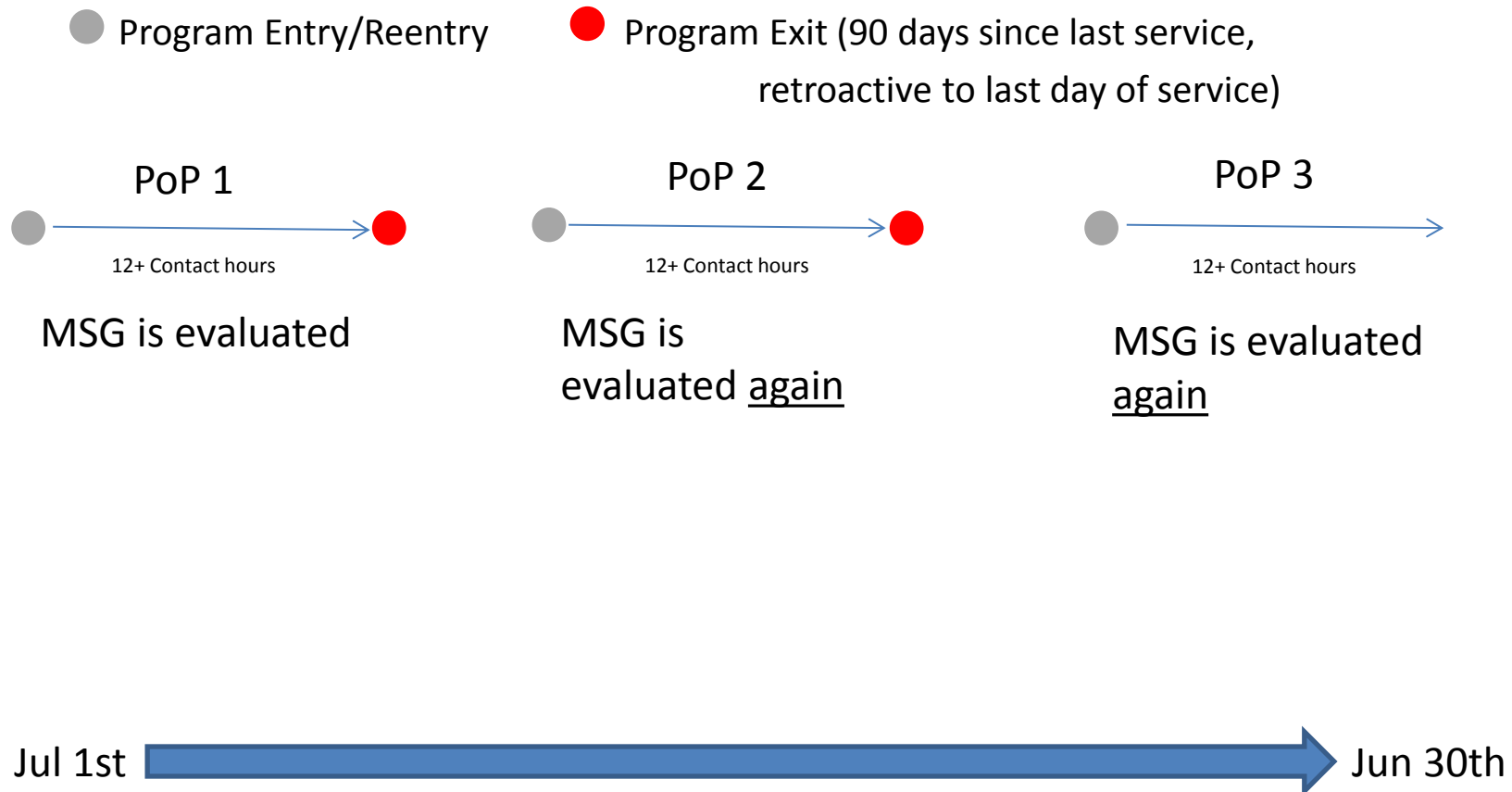
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- Every entry is counted as a period of participation, even if it occurs in the same program year.
- Participants with more than one program entry will have multiple periods of participation in a program year.



Periods of Participation (PoP) MSG Indicator

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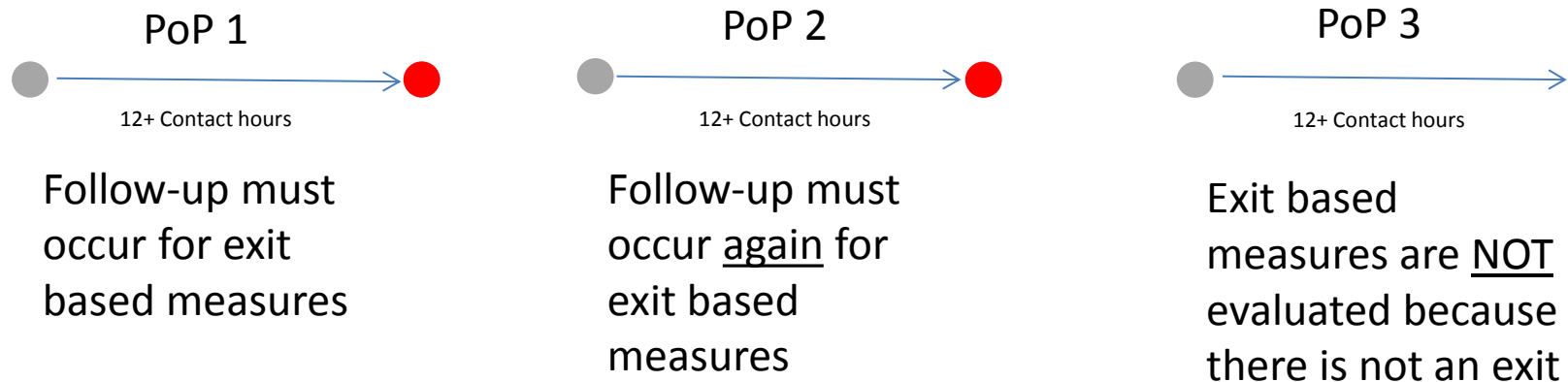


Periods of Participation (PoP) Follow-Up Indicators

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● Program Entry/Reentry

● Program Exit (90 days since last service)




Jul 1st



Jun 30th

Periods of Participation - Implications

Participants with more than one entry have multiple periods of participation in a program year.



Every period of participation is a new service period and treated as if the participant is a new individual for follow up and MSG



A new intake process is required for each period of participation

Core Partners: Title I

- *Adult*: Coordinate the delivery of adult program services including “career services” (formally called core and intensive services under WIA), job training services and job placement assistance.



Core Partners Partners: Title I

- *Dislocated Worker*: Coordinate the delivery of services to dislocated workers who lost jobs due to plant closures, company downsizing, or some other significant change in market conditions. In most cases, eligible workers are unlikely to return to their occupations, and they must be eligible (or have exhausted) unemployment compensation.



Core Partners Partners: Title I

- *Youth*: Youth service organization(s) that offer support to targeted youth in the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education, and individualized delivery of 14 types of career readiness opportunities.



Core Partners Partners: Title III

- *Wagner-Peyser*: Provide access to employment services to all job seekers including job search preparation and placement assistance services.



Core Partners Partners: Title IV

- *Vocational Rehabilitation:* Offer vocational rehabilitation and training services to help eligible individuals with disabilities become employed.



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NRS Reporting Tables



Table 1: Participants, by entering EFL, Ethnicity and Sex

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- Purpose: Provides number of participants by educational functioning level, race/ethnicity, and sex.
- Use: Provides information on the way participants are distributed across levels and demographic characteristics of those served.

Table 1: What's New

EFL names are changed to Levels 1, 2, 3, 4, 5, and 6 to accommodate possible changes from new descriptors

Table 2: Participants by Age, Ethnicity, and Sex

- Purpose: Provides number of participants, broken down by race/ethnicity and sex, by age group
- Use: Provides information of the way participants are distributed according to demographic characteristics.

Table 2: What's New

New age category

Table 3: Participants, by Program Type and Age

- Purpose: Provides participant numbers, broken down by age and instructional program type, including Integrated Education and Training.
- Use: Provides information on participant age distribution across instructional program type and numbers of students in IET for each program; provides picture of the number of participants in Sec. 243 IEL/CE

Table 3: What's New

- New age category
- IET breakdown by instructional program type, including IET breakout for IEL/CE
- Name change of ESL to English language acquisition for WIOA reporting

Table 4: Measurable Skill Gains, by Entry Level

- Purpose: Provides participant numbers and rates of MSG, broken down by EFL and for periods of participation.
 - MSG is broken down into educational functioning level gain and secondary credential
 - Provides participant retention (number separated number remaining), broken down by EFL
- Use: Provides performance data on MSG by type, and by EFL level and period of participation

Six Key Issues

- Participants and reportable individuals
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- Measurable Skill Gain (MSG)
- Credential attainment indicator
- Participant exclusions from indicators



Measurable Skill Gain (MSG)

- MSG is a Real time performance measure used to document and report progress toward academic, technical or occupation credentials, or employment

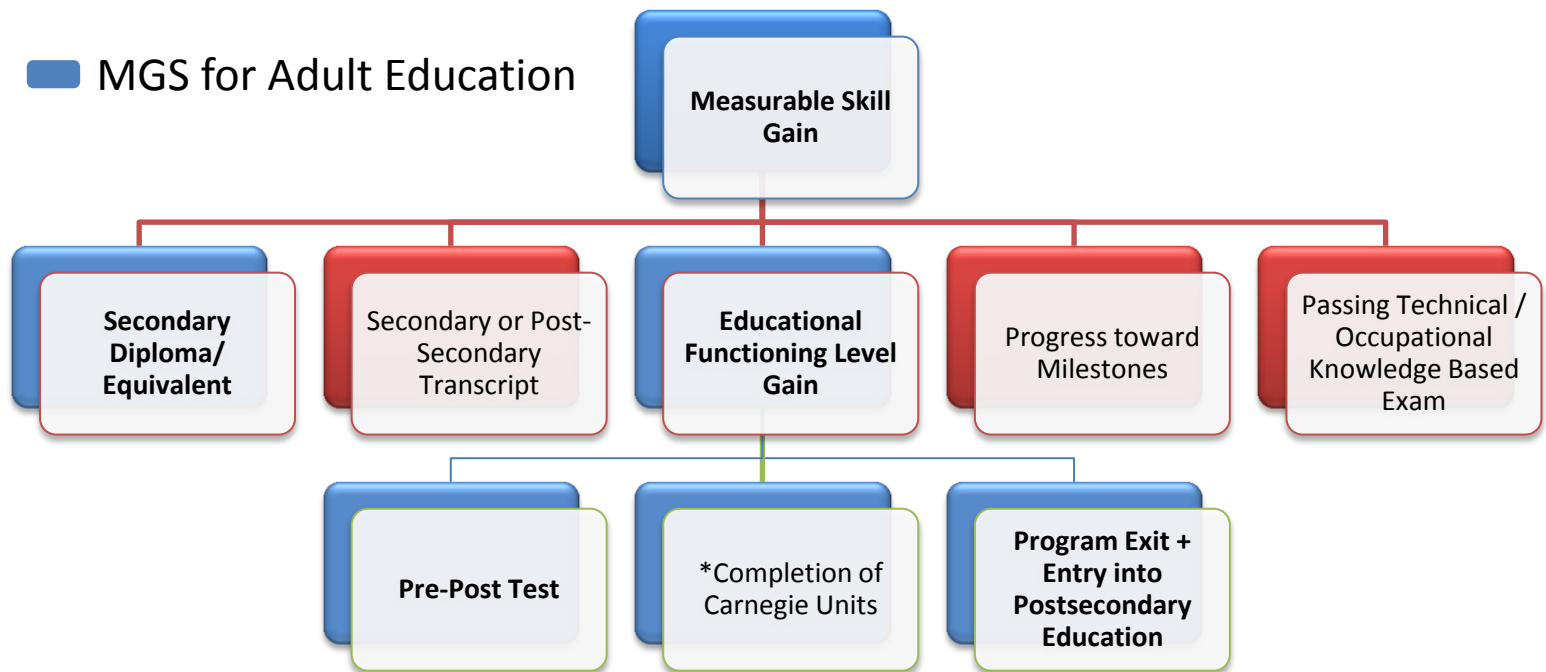


Measurable Skill Gain (MSG)

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- Five Types of gains to measure progress toward academic, technical or occupation credential, or employment
- Two types of gains apply to adult education:
 1. Educational functioning level gain – three ways to document an EFL gain.
 2. Receipt of a secondary credential

Measurable Skill Gain (MSG)



*Arizona does not currently use Completion of Carnegie Units to measure MSG.

Counting Measurable Skill Gains

All participants are included for MSG for each period of participation

Only one type of gain can be counted for each period of participation, the last achieved.

Entry into postsecondary education is measured only after participant exits

Receipt of a secondary credential and entry into postsecondary must occur by the end of the program year (June 30).



Example for Table 4

Table 4

Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	100	4000	38	12	20	30	50	110	52	47
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										

Columns B-H are unduplicated counts record PoP 1 only (except C which is a true total)

Columns I-K all PoPs

Table 4: What's New

- Column is added for secondary credential
- Columns are added to record number of periods of participation and outcomes in periods
- Column to record more than one EFL gain is deleted



Table 4b. EFL and Attendance, by Pre- and Post tested Participants

- Purpose: Provides number of participants who were both pre- and post tested and their EFL gains by level.
- Use: Provides information on pre- and post tested rates that can be used to assess rates of EFL gain based on testing

Table 4b: What's New

- Calculated exactly the same way as FY16, it will disregard PoPs
(as of 12/7- NRS Webinar)

Table 5: Core Follow-up Outcome Achievement

- Purpose: Provides WIOA performance indicator rates by participants and periods of participation.
- Use: Shows a record of state performance on WIOA indicators used for performance targets. Performance rates are used to populate the Joint Statewide Performance template.

Six Key Issues

- Participants and reportable individuals
- Program entry and exit, and periods of participation
- **Employment performance indicators**
- Measurable Skills Gains (MGS)
- Credential attainment indicator
- Participant exclusions from indicators



Employment Performance Indicators

Employment

- Second Quarter after Exit
- The percentage of participants who are in unsubsidized employment during the second quarter after exit.

Employment

- Fourth Quarter after Exit
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit.

Median Earnings

Median Earnings

- Median Earnings will only be calculated at the state level, and will not be used in program level evaluation.

Six Key Issues

- Participants and reportable individuals
- Program entry and exit, and periods of participation
- Employment performance indicators
- Measurable Skills Gains (MGS)
- **Credential attainment indicator**
- Participant exclusions from indicators



Credential Attainment Indicator

- Two components of Credential Attainment Indicator:
 - Secondary credential attainment
 - Postsecondary credential attainment
- Percentage of participants who obtain a secondary school diploma or a recognized postsecondary credential while enrolled or within one year of exit



Credential Attainment Indicator, cont.

- **But:** A participant who has attained a secondary school diploma for the credential attainment indicator (table 5) is **only counted if the participant is employed or enrolled in a postsecondary education or training program within one year of exit.**



Credential Attainment Indicator: Secondary Credential

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- The secondary credential component of the Credential Attainment Indicator is limited to participants who
 - **Did not** previously possess a high school equivalency and entered at or above 9th grade level
 - **Or** who advance to the 9th grade or higher level during a period of participation
 - **And exited** from the secondary education program



Credential Attainment Indicator: Postsecondary Credential

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- The postsecondary education component of the credential attainment indicator is limited to participants who
 - Where enrolled in a postsecondary education or training program including and IET program
 - And exited from the post secondary education or training program

Six Key Issues

- Participants and reportable individuals
- Program entry and exit, and periods of participation
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Participant Exclusions































- The following reasons for EXIT allow the exclusion of a participant from all performance measures
 - Incarceration or entrance into a 24 hour support facility (hospital, treatment center)
 - Medical treatment that lasts more than 90 days
 - Death
 - Called into active duty

Table 5: What's New

- Outcomes changed to WIOA – required measures
- Rows and columns for sampling eliminated
- Rows and columns for number used for data matching or survey eliminated
- Response rate is irrelevant: Overall rate calculated for all non excluded participants
- Number and outcomes, by period of participation, reported (not an unduplicated count)

Data Availability

*This information is based on only those Exiters who complete their program on, or after July 1, 2016.

		ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE				
		PY 2016 Oct 2017	PY 2017 Oct 2018	PY 2018 Oct 2019	PY 2019 Oct 2020	PY 2020 Oct 2021
		% Of Data Available on Report Delivery Date*				
Performance Indicators	Employment Rate <i>Second Quarter After Exit</i>	0% 	100% 	100% 	100% 	100% 
	Employment Rate <i>Fourth Quarter After Exit</i>	0% 	50% 	100% 	100% 	100% 
	Median Earnings <i>Second Quarter After Exit</i>	0% 	100% 	100% 	100% 	100% 
	Credential Attainment Rate	0% 	50% 	100% 	100% 	100% 
	Measurable Skill Gains	100% 	100% 	100% 	100% 	100% 
	Effectiveness in Serving Employers <i>(If based on 4th quarter retention)</i>	0% 	50% 	100% 	100% 	100% 

First year of "full" WIOA data





Summary: Who to Track After Exit

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Employment Measures

- All Participants

Median Earnings

- Participants Employed in the second quarter after exit

Credential Measure: Secondary

- Participants at 9th grade or above

Credential Measure: Postsecondary

- Participants co-enrolled in postsecondary education including IET

Table 6. Participant Status and Program Enrollment

- Purpose: Reports participant employment, prior education, and number enrolled in instructional programs and institutional settings.
- Use: Provides description of participant employment status and past education in the US and abroad; provides data on enrollment in institutions.

Table 6: What's New

- New Employment status option
- Participant categories dropped
- Terminology changes



Table 7: Adult Education Personnel, by Function and Job Status

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- Purpose: Reports types of adult education program staff, including teachers, full- and part-time personnel, and volunteers.
- Use: Provides a picture of adult education staffing

Table 7: What's New

- No Changes

Tables 8 & 9

- Optional Tables that will not be used this reporting year.



Table 10. Outcome Achievement for Adults in Correctional Facilities

- Purpose: Reports WIOA performance measures, including MSG for correctional education participants
- Use: Allows examination and comparison of performance of correctional education participants with others.

Table 10: What's New

- Identical to new Table 5 but with a row added for MSG



Table 14. Local Grantees, by Funding Source

- Purpose: Reports the number of providers and sub recipients by WIOA and non-WIOA funding sources
- Use: Allows examination of distribution of funds, by source and sub recipient.

Table 14: What's New

- New column for IEL/CE